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ABSTRACT

This study guide is designed for teachers preparing to take the Georgia Teacher Competency Test (TCT) in special education focusing on mental retardation. A list is provided of the content objectives for each subarea of the test: (1) special education core curriculum; (2) self understanding, careers, and life skills; (3) identification of the characteristics of mental retardation, assessment of potential, and student placement; and (4) individualizing instruction and understanding student needs. A bibliography of suggested readings accompanies each list of content objectives. The test format is described, and suggestions are made for developing study groups in a local school system or region.
 (JD)

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STUDY GUIDE FOR TCT IN SPECIAL EDUCATION: MENTAL RETARDATION

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information,
contact:

Performance-Based Certification
Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

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July, 1983

Georgia Department of Education
Atlanta, Georgia

STUDY GUIDE FOR THE GEORGIA TEACHER COMPETENCY TEST
IN SPECIAL EDUCATION: MENTAL RETARDATION

Field 015

Introduction

The purpose of the TCT Study Guide in the area of Special Education: Mental Retardation (MR) is to provide:

1. A description of the test format and some suggestions for taking the test;
2. Suggestions for developing study groups in your local school system or region;
3. Readings and other resources to review for the four sub-areas of the TCT.

For whom is the Special Education: MR TCT intended?

The TCT in Special Education: MR is the criterion-referenced test taken by teachers seeking certification in the area of Mental Retardation, grades K-12.

Taking the Test

Time of Arrival: The announced time for the test is the time the doors will be opened to the testing center. Should the weather conditions be uncomfortable, try to arrive as near the admission time as possible.

How to Dress: Wear comfortable clothing. Wear something with pockets if you should have the need for kleenex, cough drops, etc. Purses go under the desk and only the test materials will be permitted on the desk.

Rest Breaks: You can leave for breaks as often as necessary. During the initial directions for taking the test, an announcement will be made as to the procedures to follow in asking to take a break.

The Test:

1. The TCT MR contains four subareas which are: Core Curriculum; Self-Understanding, Careers, Life Skills; Population Identification, Assessment, Diagnosis and Placement; Instructional Strategies and Learning.
2. The TCT items are multiple choice with four possible answers.
3. Many of the questions contain a long stem consisting of several paragraphs. There are often only two or three questions per page.
4. With many long questions, you may find it helpful to underline key words or phrases in the stem to aid or assist in selecting the correct answer. (It is permissible to write or make marks in your test booklet. These booklets are only used once.)
5. Some of the questions direct you to choose a response that is "least" or "not" appropriate. These questions present a greater challenge for some examinees. When dealing with these questions, you will need to pick the most desirable answer, then the next most desirable, etc. until you eliminate all but the "least" or "not" appropriate answers.
6. There are no penalties for guessing. When unsure of an answer, eliminate all possibilities you can and then select from those remaining.
7. You are given 3½ hours of actual test time and you may request up to an additional hour at the end of the test session.
8. Not all the subareas have the same number of test questions. In order to pass the TCT, you do not have to pass each subarea. Your test score is determined by the overall number of correct answers on the test.
9. If you need additional assistance in test taking and/or dealing with test anxiety, please seek help through a college or university counseling center or refer to the list of test taking references that follow:

Flipppo, R.F. Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.
Millman, J. & Pauk, W. How to take tests. New York: McGraw Hill, 1969.
Pauk, W. How to study in college (2nd ed.). Boston: Houghton Mifflin, 1974.
Preston, R.C., & Botel, M. How to study. Chigago: SRA, 1974.
Raygo, A.L. & Wark, D.M. Systems for study. New York: McGraw Hill, 1970.

Where to find Study Resources: Many school systems, regional organizations

and college/universities are already offering reading materials related to the objectives found on the Mental Retardation TCT. For specific reference materials listed on the following pages, please contact your local college/university or GLRS/Child Serve Center which serves your area.

The GLRS/Child Serve Centers maintain a library of professional-use materials (as well as child-use materials) and will have these resources or equivalent referenced materials available. A list of GLRS/Child Serve centers, directors, and phone numbers is provided in the next section on developing study groups.

Suggestions for Developing Study Groups

Group Participation in Preparing for the TCT: Local or regional study groups have proven to be beneficial in providing a structure to review the TCT objectives. If you are interested in becoming a part of a study group, contact your local special education administrator, personnel director, or regional Georgia Learning Resource System (GLRS)/Child Serve Center. These individuals may be able to refer you to persons in your area who have organized study groups in the past.

Preparation for Participation: When participating in a study group, it is recommended that you collect all textbooks, notes, and resource manuals that have been used in your college classes to share with the other group members. The resource materials listed in this study guide should be available in your regional Georgia Learning Resource System/Child Serve Center. In addition, Georgia Education Department publications such as the Regulations and Procedures for Special Education in Georgia should be available in each local school system and is an important source of information in preparing to take the TCT.

GLRS/Child Serve Directory: For Reference Materials in the Study Guide and information available Study Groups, contact your local GLRS/Child Serve Director.

GLRS/CHILD SERVE STATEWIDE NETWORK

Mrs. Katheryn B. Bush
Georgia Department of Education
State Coordinator, GLRS/Child Serve
Georgia Department of Education
Program for Exceptional Children
Twin Towers East
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Armstrong State College Room 109, Victor Hall 111935 Abercom Street Savannah, GA 31406 (912) 927-5239	Ms. Ann Considine Child Serve Director
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Room 101, Alexander IV School 3769 Ridge Avenue Macon, GA 31204 (912) 474-1513	Mr. Warren Moncrief Child Serve Director

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P. O. Box 546	GLRS Director
Cleveland, GA 31528	
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	Child Serve Director
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Highway 5, South	
Ellijay, GA 30540	Ms. Frances Hensley
(404) 635-5391	Child Serve Director
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Winterville, GA 30683	
(404) 742-8292	Ms. Luann Purcell
	Child Serve Director
Northwest Georgia Center, GLRS	Mr. Joe Pullen
115 West Washington Street	GLRS Director
Summerville, GA 30747	
(404) 857-5421	Mr. Don Kinder
	Child Serve Director
South Central, GLRS	Ms. Rose Ann Knowlton
1492 Bailey Street	GLRS Director
Waycross, GA 31501	
(912) 285-6191	Ms. Nancy Gregory
	Child Serve Director
South Georgia Center, GLRS	Mrs. Cuba McKay
Route 10, Box 318	GLRS Director
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(912) 333-5226	Mrs. Lynn Taylor
	Child Serve Director
Southeast Georgia Center, GLRS	Mrs. Faye Waugh
801 Washington Street	GLRS Director
Vidalia, GA 30474	
(912) 432-9151	Ms. Patricia Lynch
	Child Serve Director
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P. O. Box 1470	GLRS Director
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Mr. Richard Roberson
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1532 Fifty Avenue GLRS Director
Columbus, GA 31901
(404) 324-5661

Mrs. Cathy Webb
Child Serve Director

Readings and Other Resources:

This study guide contains:

1. a listing of content objectives for each subarea
2. an alphabetical listing of suggested reference materials for each subarea.

This listing of numerous sources does not mean that all are needed to grasp a particular concept or need a given objective. Some examinees will have better access to certain sources than to other sources. Additionally in some cases, more than one subarea has been referenced to the same readings because those readings cover several topics. The references given are suggested references only and are not intended to be an exhaustive or complete listing.

GEORGIA TEACHER CERTIFICATION TESTING PROGRAM

CONTENT OBJECTIVES

FIELD 15: SPECIAL EDUCATION (M.R.)

I. CORE CURRICULUM

Objective

Identify developmental stages in the growth of expressive and/or receptive language competence.

Distinguish among the four types of sentences: exclamatory, declarative, interrogative, imperative.

Distinguish a sentence from a sentence fragment.

Form contractions and abbreviations.

Identify punctuation errors, usage errors, and faulty organization in short written selections.

Demonstrate knowledge of important spelling rules and exceptions to these rules.

Apply correct capitalization in words, phrases, sentences, and titles.

Identify appropriate questions and responses to questions about a written selection.

Identify components such as main idea, subordinate ideas, and supporting details in a given passage.

Interpret, analyze, and make critical judgments about a given picture or paragraph.

Identify essential listening skills (discrimination, cueing, etc.).

Identify aspects of behavior indicating reading readiness (including interest, attitude, sensory perception).

Make use of developmental theory to identify a child's level of concept formation.

Objective

Identify phoneme-grapheme correspondence to decode words: for single consonants, digraphs, and blends; for single vowels and diphthongs.

Use context clues to determine the meaning of unknown words.

Demonstrate the ability to read and follow a set of directions for performing a task.

Identify and interpret survival symbols.

Use an index to locate information.

Use a dictionary to find information (e.g., meaning, synonyms, homonyms, homographs, accent, and pronunciation).

Classify or categorize a given set of objects, words, data, etc., according to a given or selected theme.

Demonstrate appropriate use of maps in everyday situations.

Demonstrate the ability to use a map to plan trips and to estimate distance.

Demonstrate an understanding of the factors affecting an individual's mobility within cities, states, and within the country.

Recognize the effect of personal values on life decisions (e.g., career choices, educational achievements, financial planning).

Identify the rights and responsibilities of Georgia citizens under state law.

Use the fundamental concepts of numerals: (1) to convert a number written in words to number symbols; (2) to read a standard numeral; (3) to identify the place value that each digit of the numeral represents; and (4) to write a standard numeral given the number of 1's, 10's, 100's, etc.

Objective

Select the fraction which represents the shaded portion of a figure and relate the numerator and denominator to the corresponding selection of the figure.

Identify means of deriving basic facts of addition, subtraction, division, and multiplication from sets, pictures, number lines, and other aids.

Describe in words the inverse relations which exist between addition and subtraction, and between multiplication and division.

Write a mathematical sentence for and solve one-step and two-step work problems using any combination of basic operations for whole numbers and rational numbers.

Recognize how regrouping can be explained for computation by using place value and concrete objects.

Explain operations with fractions that reflect consumer applications (e.g., money, cooking) by using sets, pictures, number lines, and other concrete aids.

Demonstrate correspondences such as the following: (1) one-to-one; (2) one-to-many; (3) many-to-one; (4) many-to-many; and illustrate the three basic numerical relations of "greater than," "less than," and "as many as" ("equal to").

Given an incomplete list of values or numbers, identify the missing values or numbers needed to complete the list.

Identify simple geometric figures.

Select from a collection of geometric figures those which are alike.

Demonstrate the ability to solve word problems that are applicable to real-life situations.

Given a set of data that apply to a real life situation, identify the appropriate conclusions that can be made.

Demonstrate appropriate application of measures (metric and English) or volume, and quantify everyday information.

Relate principles of energy conservation to real life situations.

Objective

Identify the stages of motor development and/or relate these stages to a child's growth and development.

Analyze the rules and the equipment involved in common physical education activities.

Identify and analyze students' physical education interests, abilities, and aptitudes and/or adaptive physical education activities.

Analyze the roles that the family doctor, the health department, and other community agencies play in providing for personal health care and hygiene.

Identify personal behaviors associated with good dental care, including those which require professional assistance.

Analyze the relationship between sleep, physical health, and mental health.

Recognize important aspects of a program of bathing and skin care.

Analyze the relationship between exercise, physical health, and mental health.

Recognize the personal and social dangers of drug abuse and/or identify the major types of drugs and their physiological and psychological effects.

Describe the physical and mental symptoms and effects of alcohol abuse.

Identify the health hazards involved in the use of tobacco, particularly cigarettes.

Recognize signs, symptoms, and potential physical and mental effects of venereal disease; and demonstrate a knowledge of where to seek professional medical diagnosis and treatment.

Differentiate and distinguish between the syndromes of the following common diseases: the common cold, allergies, influenza, asthma, and "childhood diseases" (mumps, measles, German measles, chicken pox, etc.).

Demonstrate knowledge of specific emergency situations and recognize appropriate responses to common emergency situations.

Identify general principles of personal safety that can be applied to a variety of situations.

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II. SELF UNDERSTANDING, CAREERS, LIFE SKILLS

Objective

Identify the influences of a family, community, and culture on the development of a person's self-image.

Apply the principle of responsibility for one's own behavior (or self-actions) in a given situation.

Identify skills needed for effective decision-making.

Identify factors which enable an individual to manage stress, to cope with problem situations, and/or factors which contribute to self-reliance.

Identify the skills and characteristics of an individual which enable him/her to adapt and adjust to new situations.

Analyze the relationship between personal characteristics and career decisions.

Identify the effects of personal abilities, limitations, interests, values, and needs on career decisions.

Assess the personal and social values of work.

Evaluate programs of preparation for given career areas.

Compare different careers in terms of work activities, opportunities for advancement, wages, and security.

Identify the qualifications (e.g., education, skills, on-the-job training) of a given career.

Identify situations in which it would be necessary and/or desirable for an individual to change from one job to another.

Identify the meanings of employment-related and/or job-related terms or abbreviations.

Identify sources which may lead to employment (e.g., want ads, employment agencies, government and community resources).

Identify the components of a resume.

Demonstrate the ability to fill out a job application correctly.

Objective

Recognize ways in which a job candidate's dress and grooming, manners, composure, tact, and enthusiasm during an interview could influence the eventual hiring decision.

Identify the major fringe benefits available to workers (such as medical/life insurance, pension, sick leave, and vacation) and their relative costs.

Describe the combinations of skills, knowledge, and attitudes (such as alertness, courtesy, neatness, and cooperativeness) which lead to success in given careers.

Analyze the implications of unemployment for both the individual and society.

Identify the various organizational techniques and cleaning methods involved in the efficient maintenance of a household.

Compare the various types and functions of birth control measures available to both men and women (oral, IUD, etc.), and/or classify them according to their effectiveness and safety.

Demonstrate an understanding of the concept of "responsible behavior" as it applies to voter registration and voting.

Recognize the appropriate calculations involving money when making change, writing bills of sale, calculating sales tax and gratuities.

Compare products by analyzing the price per unit, and identify the "best buy."

Compare the following methods of payment on the basis of appropriateness and reasons for use: personal check, money order, credit card, charge account, and C.O.D.

Employ basic mathematical computations to figure out the allotment of money in a given paycheck.

Understand the meaning of installment buying, various types of common insurance, and the value of credit and financing.

Relate the purposes of various financial institutions (banks, loan companies, savings and loan) to the function that they might play in one's life.

Objective

Demonstrate knowledge of how to construct a family budget from financial and other relevant information.

Identify ways to buy food for less than its customary price, (e.g., advertisement evaluation, food stamps, unit pricing, and dating).

Compare the roles and responsibilities of the employer and the employee.

Identify the purpose of a social security card and the methods used to obtain one.

Identify the proper dressing procedures for using snaps, buttons, and shoe laces.

Select the appropriate dress for given weather conditions or for a given occasion.

Identify simple meals that are well-balanced, and/or identify basic guidelines to follow when planning meals.

Recognize a standard table setting and/or demonstrate knowledge of the proper use of eating utensils.

Determine the monthly cost of operating a house, given the mortgage payments, home insurance, and other operating costs, including cost of utilities, repairs, and home improvements.

Demonstrate an understanding of the procedures and expenses involved in the purchase and operation of a motor vehicle.

Demonstrate an understating of the Georgia laws which govern the purchase, operation, and insurance of motor vehicles.

Identify the proper procedures and skills for using the telephone, including an understanding of billing procedures.

Identify and analyze a student's interests, abilities, and aptitudes which contribute to certain leisure time activities.

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III. POPULATION IDENTIFICATION, ASSESSMENT, DIAGNOSIS AND PLACEMENT

Objective

Identify the characteristics of the Learning Disabled.

Analyze the relationship between environmental factors and educational progress.

Identify the characteristics of the Emotionally Disturbed.

Analyze the similarities and differences among the three types of Mentally Retarded/Mentally Handicapped (mild/educable, moderate/trainable, severe).

Identify the characteristics of the Speech Handicapped.

Identify the characteristics of the Hearing Handicapped.

Identify the characteristics of the Visually Handicapped.

Be able to determine whether or not the student recognizes a sound.

Recognize behaviors which indicate that a student's auditory acuity should be checked by an expert (e.g., watching lips, repeatedly asking for directions, increasing number of responses when sitting close to speaker, etc.).

Assess the student's ability to respond verbally to auditory stimuli in the classroom and in daily living.

Be able to assess a child's sequencing skills and compare these with those of a normal child.

Identify several activities for evaluating auditory discrimination.

Assess the student's ability to identify and attach meaning to visual stimuli in the environment.

Identify several activities for assessing visual discrimination.

Analyze those variables which inhibit or facilitate attention to auditory stimuli in classroom instruction and daily living.

Objective

Identify symptoms which could result from the inability to analyze and synthesize stimuli and know strategies for helping students with problems of analysis and synthesis.

Understand that students receive and attach personal meaning to auditory information/stimuli which may be different from the intended meaning.

Analyze those variables which inhibit or facilitate attention to visual stimuli.

Understand that students may attach a personal meaning to visual information which is different from the intended meaning.

List several activities for teaching tactile discrimination.

Define visual acuity.

Know the educational implications of the cognitive developmental stages, e.g., Piaget, Bruner, etc.

Identify due process procedures required by law in the identification, referral, evaluation, and placement of students with special needs.

Know several methods of systematic observation used to assess academic achievement and social behavior.

Define and compare intelligence, achievement, and adaptive behavior tests.

Explain the purpose of screening tests.

Distinguish between group tests and individual tests.

Demonstrate an understanding of the variety of derived scores (i.e., percentile, grade equivalent, age equivalent, quotient).

Be able to employ behavior rating scales to assess behavior (e.g., AAMD, Mykelbust).

Define the term validity as it relates to tests, and analyze emotional, cultural, and environmental factors which limit its usefulness.

Objective

Define the term reliability as it applies to tests, and explain how it affects the interpretation of test results.

Explain the dangers of choosing a test solely on the basis of its headings.

Identify the factors involved in choosing between formal and informal tests.

Identify by name sources of information about tests, including textbooks, professional journals, and technical manuals.

Given a test name, indicate the level of training or expertise necessary for its administration and interpretation, and analyze the reasons for requiring these qualifications.

Identify and compare several language and speech tests.

Demonstrate an understanding of the feasibility factor (e.g., cost, time, space considerations) in choosing an appropriate test.

Compare criterion-referenced and norm-referenced tests.

Identify academic achievement levels.

Understand how to assess, define, and apply knowledge of a student's general intellectual level.

Be able to measure a student's rate of learning on a specific task.

Identify significant discrepancies between comprehension and expression.

Recognize verbal and nonverbal modes of communication.

Identify processes designed to measure retention of learning (i.e., short term, long term, incidental).

Demonstrate an understanding of the concept of the Resource room.

Given information about a child (i.e., age, grade, test results, home situation), indicate and explain the type of special class placement needed (e.g., full-time, 1/2 time, 1/4 time, other).

Objective

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a full-time institution.

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a special school.

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class, with consultation services available to the teacher.

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class.

Demonstrate an understanding of the conditions which indicate that an adolescent or adult should be placed in a program of vocational training.

Relate a task to the capabilities and entering skills of a student.

Be able to establish criteria for skill mastery.

Be able to sequence the components of a task.

Compare group, individual, and family counseling.

Demonstrate an understanding of the function of the community-based sheltered workshop.

Demonstrate an understanding of the function of the institution-based sheltered workshop.

Be able to specify the skills that are necessary prerequisites for learning a task.

Be able to analyze a task into its component parts according to their levels of difficulty.

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IV. INSTRUCTIONAL STRATEGIES AND LEARNING

Objective

Be able to provide individual instruction, according to student needs, space, staff, resources, and time.

Be able to create a learning environment which can be adapted to a variety of purposes and activities to meet individual needs.

Analyze individual learning styles and provide effective group instruction according to the identified style.

Know whether to present a task or an item of information in its entirety or broken down into its component parts, according to the nature of the task and the learning patterns of the student.

Know how to set up and maintain a safe learning environment.

Understand the importance of the use of structure when teaching students.

Know when it is important to continue to teach tasks beyond the point at which the student exhibits mastery, in order to ensure retention.

Describe methods for altering the presentation of tasks to match the student's rate of learning.

Know the effects that an attractive learning environment has upon teachers and students.

Know how to apply the principles of behavioral analysis to the classroom instruction.

Be able to apply the principles of contingency management in the classroom.

Know the value of a given stimulus, how to regulate it and why it is necessary to do so.

Identify teaching strategies designed to move a learner from dependence to independence (e.g., demonstration, assistance, verbal instruction).

Understand that the primary function of a learning environment is to stimulate personal and academic development.

Objective

Know how to make a learning environment comfortable.

Be able to analyze those educational situations in which rote learning is necessary to assure efficient and effective learning.

Describe the methodology of backward chaining and know situations to which it should be applied.

Understand that the reinforcing value of secondary reinforcers is learned through association with known reinforcers (either primary or secondary reinforcers).

When teaching a student to interpret information, determine the level of comprehension (e.g., literal, inferred, analytical, critical) that matches the student's abilities and the material being taught.

Be able to analyze and effect change in the rate, level, and sequence at which new concepts are acquired.

Understand those variables which influence the storage (quality, clarity, and cues), rehearsal (once assimilated) and retrieval (recall, association) of information.

Be able to transfer theoretical knowledge of learning theory to applied teaching situations.

Understand the effect that different schedules of reinforcement have upon the quality and quantity of information learned, and be able to apply this knowledge to facilitate learning.

Understand effects of punishment techniques used as a means of behavior change (e.g., aversive shock, physical restraint, conditioned aversive presentation).

Given the learning characteristics of special needs students, select and evaluate workbook materials.

Given the learning characteristics of special needs students, select and evaluate textbook materials.

Demonstrate an understanding of the construction and use of games and puzzles as instructional materials.

Given instructional material indicate the instructional level for which it is best suited.

Objective

Evaluate instructional material in terms of its relevance to various types of special needs students.

Demonstrate an understanding of the construction and use of tapes as instructional materials.

Given the learning characteristics of special needs students, select and evaluate a kit.

Identify and know how to operate equipment which can be used as or with instructional materials.

List some of the criteria which can be used to determine the quality of instructional material.

Demonstrate an understanding of records as instructional materials.

Demonstrate an understanding of filmstrips as instructional materials.

Demonstrate an understanding of price as a criterion for material selection.

Given instructional material, analyze its durability.

Demonstrate an understanding of films as instructional materials.

Identify basic reading skills (i.e., word recognition, decoding, structural analysis, oral reading, word study skills, comprehension, sight vocabulary, context cuing, silent reading) and indicate teaching strategies appropriate for the development of each skill.

Given the necessary data, design an individual education program and explain its relationship to regular education.

Identify Math readiness skills and indicate teaching strategies appropriate to the development of each.

Explain ways of developing social skills, i.e., (1) accepting authority, (2) cooperation, (3) good peer relations.

Identify effective teaching strategies for developing the ability to use Math skills in problem solving.

Objective

Identify teaching strategies appropriate to the development of the following language skills: (1) comprehension, (2) interpretation, (3) application, (4) self-expression (i.e., fluency, articulation).

Identify the components of language (i.e., sounds, words, phrases, sentences).

Differentiate between professionally ethical and unethical behavior.

Understand the relationship between reading and prereading skills, i.e., (1) observation, (2) listening, (3) talking, (4) following instructions, (5) sequencing ideas orally, (6) adequate eye movements, and (7) left-right orientation, and indicate teaching strategies appropriate for the development of each skill.

Demonstrate an understanding of local, state, and federal laws, regulations, and guidelines that apply to special education.

Identify teaching strategies appropriate to the development of number concepts.

Identify teaching strategies appropriate for the development of the following aspects of responsibility: (1) self-concept, (2) decision-making, (3) autonomy, (4) moral behavior.

Identify teaching strategies appropriate for the development of auditory skills, i.e., (1) the recognition of gross sounds, (2) the recognition of rhythm patterns, (3) the recognition of vowel sounds, (4) the recognition of consonant sounds, (5) speech in noisy situations.

Demonstrate an understanding of the philosophy of Special Education that has led to the passage of Public Law 94-142 (effective 09/78).

Identify teaching strategies appropriate for developing the ability to measure time and space accurately.

Identify professional publications of interest to Special Educators.

Identify professional organizations of interest to Special Educators.

Objective

Know the major developments in the history of Special Education.

Know when to refer a student to a consultant (e.g., psychologist, physical therapist, hearing/vision therapist), and why close contact between the base school and the ancillary service is important.

Understand how in-service training to regular staff in the principles and methods of special education can benefit the school as a whole.

Know the variety of community resources (e.g., information sources, advocacy groups, group homes) that can benefit students both before and after they have been graduated from school.

Understand how in-service training for special education staff in the principles and methods of regular education can benefit the schools as a whole.

Demonstrate an understanding of the fact that one can and should respond to feelings as well as words.

Identify attentional skills (e.g., listening techniques) that are especially necessary when dealing with Special Needs students.

Know how a teacher can modify her/his feedback in response to the specific needs of the student.

Recognize the appropriate use of immediate and delayed feedback.

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